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ABSTRACT

This 25-item test is intended to help educators identify whether students process language primarily through auditory, visual, or kinesthetic means. In the first five sections of this 9-minute test, students are instructed to read five 3-paragraph sets and select the paragraph in each set that is easiest for them to read. In questions 6 through 15 they are asked to do the same thing for sets of individual words, and in questions 16 through 25 they are asked to select the word clusters that they consider to be the easiest to read. A scoring key, categorizing each response as indicative of preference for auditory, visual, or kinesthetic language learning, is included. (MN)

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FROM THEORY TO PRACTICE

LANGUAGE SYSTEM DIAGNOSTIC TEST

Directions: In each section, select either the paragraph, word cluster, or word phrase which is easiest for you to read. You have 9 minutes to complete this test.

Section 1

Question 1

A. You have all heard it repeated. I dare say, that people of science work by means of induction and deduction. To hear all the large words used by people of science, you might think that the man and woman of science must be different from other men and women. To speak scientific language requires a skilled knowledge of the communicative process.

B. Beautiful, beautiful May flowers, that look so bright and graceful, look so colorful and clear, shocking pink and other colors so bright, gorgeous petals, bright happy roses--that's what makes May so pretty and gay.

C. You are living full-time when you have feelings of energy flowing through your body (your juices are flowing) and when you feel in control of yourself. Conversely, you are living part-time when you feel "blah"--or when you experience just going through the motions of feel cheated as a result of not making an active decision concerning your feelings.

Question 2

A. Warm is a wonderful feeling because I like to be warm; warm, warm, I like to feel warm, warm at night, warm by the fire, warm in my house, a cup of warm cocoa, my warm tummy, a hug from my warm mommy, a warm kiss, my warm blanket, my warm bed. Warm is a wonderful feeling.

B. Have a toy telephone in the room. Encourage a child to talk into the telephone as though s/he were calling his/her mother, father or friend. The other children try to guess what the person on the other end of the line is saying by listening to the one- sided conversation.

This test was developed by Cresencio Torres. See pages 32-40 for additional information concerning the LSD.

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C. The flight was perfect. It was one of the most beautiful flights I have ever taken. The sky was a clear azure blue all the way. At times, cloud banks cut off our view of the earth, but most of the way the panorama of countryside stretched out clearly below us in the bright, sparkling sun. The view was magnificent.

Question 3

A. But in case he took care to avoid catching anyone's eye it was understood. First of all, he had to make clear to those potential companions of his holiday that they were of no concern to him whatsoever. He stared through them, over them--eyes lost in space. The beach might have been empty. If by chance a ball was thrown his way, he looked surprised; then let a smile of amusement lighten his face, looked around dazed to see that there were people on the beach.

B. I think I needed help the first time--my knees felt uncertain. I was helped up and supported until I felt my knees were able to support me. I had a lot of sensation in my legs, especially in my knees, in my hands, and my body was extremely warm. I then had an opportunity to meet each member of the group in a way that felt very different to me, I mean, that I did not feel my whole being threatened by them. I still felt afraid. Finally, I got up by myself. Then I turned to him and felt unafraid. I hugged him briefly.

C. People come to the interview trying to find a way to say something about their interests and concerns. They usually want to talk about their positive assets and make a good impression. In many sales, management, or medical situations, people want to express ideas verbally. It is what people say and how they say it that counts in job interviews.

Question 4

A. I must be getting better at talking because I think you can hear me now. Cathy was under the impression that it was her fault that we couldn't hear what she was saying. We found that although we were learning to listen better, it was the children that gave us more difficulty in our communication. We seemed often to hear ourselves talking at them rather than with them.

B. It is my purpose to understand how she feels in her inner world, to accept her as she is, to create an atmosphere of freedom in which she can move in thinking and feeling and being, in any direction she desires. How does she use this freedom of new found emotion?

C. The children had been doing things well all along, but we hadn't noticed. We were beginning to stop and watch; our pace had slowed enough for us to see who and what was in front of us. Danny would spot the fish swimming in the waves; Cindy had an eye for finding tiny things, as she would say, "I'm close to the ground so I can see

things better."

Question 5

A. A space order is useful when a person wishes to report what s/he sees. The movement of the paragraph follows the movement of the eyes. That movement must have some continuity which a reader can recognize and follow. It need not start at the far left and move steadily to the far right, or vice versa, since in any view of an observer's gaze is likely to be drawn quickly to the most conspicuous object in sight.

B. This is a good game to teach listening as well as rhyming sounds to children. They should face each other in rows or across from tables. The teacher gives a word like "head." The first child rhymes with "bed." The child across from him tries to think of another word that rhymes and so on down the line.

C. It is often difficult to seek support from others. It may, for example, arouse feelings of guilt--we may think we are "imposing." It may feel like an expression of weakness or an admission of failure. It also opens up the fear we may become dependent on another person rather than self-sufficient.

Section 2

Question 6

A.	B.	C.
Witness	Speechless	Unbearable
Vision	Tonality	Pressure
Sight	Utter	Heated

Question 7

A.	B.	C.
Stir	Watchful	Squeal
Sensitive	Scope	Remark
Hustle	Pinpoint	Oral

Question 8

A.	B.	C.
Proclaim	Bearable	Show
Mention	Grip	Obvious
Earshot	Hanging	Inspect

Question 9

A.	B.	C.
Scrutinize	Tell	Tension
Sketchy	State	Support
Vague	Speak	Sore

Question 10

A.	B.	C.
Shrill	Rush	Outlook
Screech	Panicky	Notice
Ringing	Lukewarm	Hindsight

Question 11

A.	B.	C.
Perspective	Listen	Touch
Picture	Say	Grasp
Look	Talk	Handle

Question 12

A. Voice	B. Firm	C. Focus
Sound	Feel	Clear
Communicate	Concrete	Appear

Question 13

A. Affected	B. Dream	C. Articulate
Emotional	Glance	Conversation
Hold	Illusion	Gossip

Question 14

A. Perceive	B. Hear	C. Soft
Image	Interview	Motion
Observe	Loud	Tender

Question 15

A. Vocal	B. Whipped	C. Perception
Silence	Stress	Scene
Hush	Safety	View

Section 3

16. A. An eyeful
    B. I hear you
    C. Come to grips with
17. A. Lend me your ear
    B. Calm and cool
    C. Bird eye view
18. A. Hand-in-hand
    B. Eye to eye
    C. Loud and clear
19. A. Get a perspective on
    B. Idle talk
    C. Heavy handed
20. A. Walking on thin ice
    B. In your mind's eye
    C. Outspoken
21. A. Tongue tied
    B. Under-handed
    C. Take a peek
22. A. Stare off into space
    B. Voiced an opinion
    C. Smooth operator
23. A. Hang in there
    B. Get the picture
    C. Struck a chord
24. A. It rings true
    B. Smooth as silk
    C. In view of
25. A. Horse of a different color
    B. Word for word
    C. Moment of panic

Scoring

Raw scores for each category are determined by counting the total number of responses in each category. Actual scores based on a scale of 100 are obtained by multiplying each category by 4. The answers for each category are as follows. Auditory: 1-A, 2-B, 3-C, 4-A, 5-B, 6-B, 7-C, 8-A, 9-B, 10-A, 11-B, 12-A, 13-C, 14-B, 15-A, 16-B, 17-A, 18-C, 19-B, 20-C, 21-A, 22-B, 23-C, 24-A, 25-B; Visual: 1-B, 2-C, 3-A, 4-C, 5-A, 6-A, 7-B, 8-C, 9-A, 10-C, 11-A, 12-C, 13-B, 14-A, 15-C, 16-A, 17-C, 18-B, 19-A, 20-B, 21-C, 22-A, 23-B, 24-C, 25-A; Kinesthetic: 1-C, 2-A, 3-B, 4-B, 5-C, 6-C, 7-A, 8-B, 9-C, 10-B, 11-C, 12-B, 13-A, 14-C, 15-B, 16-C, 17-B, 18-A, 19-C, 20-A, 21-B, 22-C, 23-A, 24-B, 25-C.